

School Choice Question Definitions for Mountain Valley HS

Category	Question	Definition
Literacy: Evidence of Instruction Yes/No	Before reading strategy <i>false</i>	Specific literacy strategies used to promote active reading, including teaching students to (1) clarify the purpose for reading the text, (2) make connections to prior learning or lessons as they construct meaning while reading, and (3) make predictions about the meaning of text or what might happen next in a story based on textual clues embedded in the title, cover, or preceding section of the text. Examples of specific strategies include Anticipation Guides, Think-Pair-Share, and Concept Mapping.
	During reading strategy <i>false</i>	Specific literacy strategies used to teach students techniques for enhancing comprehension while reading, including confirming or reassessing predictions, using graphic organizers, journaling, taking notes in a two-column format, and marking or coding text. Examples of specific strategies include Paired Reading and Jigsaw.
	After reading strategy <i>false</i>	Specific literacy strategies used to personalize the text for students and increase comprehension and retention, usually by retelling or summarizing the significant concepts in a text or by evaluating the merits and accuracy of a text. Examples of specific strategies include Quick Writes, Sum it Up, Group Summarizing, Save the Last Word for Me, Analytic Graphic Organizers, and Tableaux.
Literacy: Classroom Environment Yes/No	Vocabulary listed <i>false</i>	Learning environments in which the words students are responsible for learning are either visibly displayed in the classroom or printed on a handout that has been provided to students.

Category	Question	Definition
Literacy Multiple Choice	Students Actively Participate <i>false</i>	The Students Actively Participate category records the percentage of students who are either (1) directing their own learning during the observation period or (2) are directly responding or contributing to the activity as in the case of a teacher-directed strategy such as Posing Questions or Discussion. Observers record the percentage of the class demonstrating these characteristics. (NOTE: This measure is different from the Student Engagement category, which measures the percentage of students engaged in doing what the teacher is asking of them, and which may not constitute active participation.)
	Literacy Instruction Elements - Secondary <i>false</i>	<p>The Literacy Instruction ElementsSecondary category records the essential, research-based features of an effective curriculum designed to make students proficient readers and writers. Observers select the predominant literacy strategy being employed by the teacher during the observation period.</p> <p>Users are presented with five selection options in the Literacy Instruction ElementsSecondary category:</p> <p>Fluency: 1. Literacy instruction that helps students read letters, words, and/or connected text accurately, quickly, and with proper expression.</p> <p>Vocabulary: 2. Literacy instruction that teaches the meaning of words and/or strategies for learning the meaning of words.</p> <p>Comprehension: 3. Literacy instruction that helps students apply specific literacy strategies to construct meaning more effectively from a text.</p> <p>Writing: 4. Literacy instruction that focuses on helping students understand the purpose of writing, how it works, how to compose text, and the graphophonic (referring to the relationship between the letters and the letter sounds of a language) and mechanical aspects of writing, while also allowing students to practice writing skills.</p> <p>Not observed: 5. A learning situation in which there are no essential literacy strategies in use.</p>

Category	Question	Definition
Assessment Yes/No	Active feedback <i>false</i>	Teachers providing students with specific encouragement and correction, or teachers asking questions about the learning activity to formatively assess student understanding in ways that facilitate learning.